

Minnesota READ Act Literacy Plan for 2024-25

For

Renville County West School District (2890-01)

Date Submitted to the State 06/02/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Renville County West School District (2890-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12](#) (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

Renville County West School District (2890-01)'s literacy goal(s) for the 2024-25 school year:

In accordance with the Minnesota READ Act, Renville County West School is dedicated to delivering high-quality research-based reading instruction, assessments, and curriculum aligned with the Minnesota K-12 Academic Standards in English Language Arts for all students. Key Components of Our Literacy Program: 1.

Standards-Aligned Curriculum: We continue to align our curriculum with the MN K-12 Academic Standards in English Language Arts, providing a solid foundation for all students. 2. Research-Based Instruction: Our reading instruction methods are grounded in the latest educational research, ensuring effective and impactful learning experiences. 3. Comprehensive Assessment System: A comprehensive system will identify students at risk of reading difficulties. This system includes: â Screening Assessments: Early identification of students who may be at risk. â Diagnostic Assessments: In-depth analysis to understand specific reading challenges. â Progress Monitoring Assessments: Regular evaluations to track student progress and adjust instruction as needed. 4. Tiered Intervention Support: We provide targeted interventions on a tiered continuum for students not performing at grade-level expectations. This ensures that all students receive the appropriate level of support to meet their individual needs. Through these measures, Renville County West School is committed to fostering literacy and ensuring that every student has the opportunity to achieve reading proficiency.

The following was implemented or changed to make progress towards the goal(s):

All PreK-6 Elementary Teachers received LETRS Training. 15 teachers completed Volume 1. 4 teachers completed Volume 2. 3 teachers completed Early Childhood LETRS Training. FastBridge Tests implemented by grades K- earlyReading and earlyMath 1- earlyReading and earlyMath 2 -3 -aReading and aMath, CBM reading, CBM Math automaticity, nonsense words 4-6 -aReading and aMath, CBM reading, CBM Math automaticity, autoreading Data meetings were held after each screening window. Progress Monitoring every week for Letter Sounds (K) and CBMR 1st- 6th grades MTSS Training - Year 1 of 2 completed the 24-25 school year.

The following describes how Renville County West School District (2890-01)'s current student performance differs from the literacy goal detailed in the READ Act:

We are currently below the READ act goal.

Renville County West School District (2890-01)'s literacy goal(s) for the 2025-26 school year:

Local Literacy Plan for Renville County West School District (2890-01)

In accordance with the Minnesota READ Act, Renville County West School is dedicated to delivering high-quality research-based reading instruction, assessments, and curriculum aligned with the Minnesota K-12 Academic Standards in English Language Arts for all students. Key Components of Our Literacy Program: 1.

Standards-Aligned Curriculum: We continue to align our curriculum with the MN K-12 Academic Standards in English Language Arts, providing a solid foundation for all students. - unwrapping of standards, vertical and horizontal alignment of standards for K-12 and aligning to curriculum. 2. Research-Based Instruction: Our reading instruction methods are grounded in the latest educational research, ensuring effective and impactful learning experiences.- Explicit Instruction -systematic, direct teaching concepts with modeling guided practice and independent practice. Scaffolding -Gradual release of responsibility from teacher to students (I do, we do, you do) Formative Assessment and Feedback -Use regular checks for understanding to guide instruction- data driven instructional decisions Cooperative Learning -Structured group work where students work together towards learning goals Cognitive Strategy Instruction (Metacognition) -Teaching students how to think about their thinking using strategies like summarizing, questioning, and visualizing 3. Comprehensive Assessment System: A comprehensive system will identify students at risk of reading difficulties. This system includes: â-a Screening Assessments: Early identification of students who may be at risk. â-a Diagnostic Assessments: In-depth analysis to understand specific reading challenges. â-a Progress Monitoring Assessments: Regular evaluations to track student progress and adjust instruction as needed. 4. Tiered Intervention Support: We provide targeted interventions on a tiered continuum for students not performing at grade-level expectations. This ensures that all students receive the appropriate level of support to meet their individual needs. Through these measures, Renville County West School is committed to fostering literacy and ensuring that every student has the opportunity to achieve reading proficiency. RCW will develop and implement a Tier 1 instructional fidelity checklists UFLI and Functional Morphology will also have fidelity checklists

Renville County West School District (2890-01)'s Local Literacy Plan is posted on the district website at:

<https://www.rcw.k12.mn.us/district/district-publications>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Renville County West School District (2890-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Renville County West School District (2890-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	33	17	32	12	35	10
Grade 1	23	CTSTR	26	CTSTR	23	CTSTR
Grade 2	46	25	46	25	46	24
Grade 3	43	17	43	14	44	15

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Renville County West School District (2890-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Renville County West School District (2890-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	34	24
Grade 1	23	17
Grade 2	44	30
Grade 3	43	32

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Renville County West School District (2890-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	aReading	FastBridge	Vendor
	Auto Reading	FastBridge	vendor
	ReadBasix	Capti	vendor
Grade 5	aReading	FastBridge	Vendor
	Auto Reading	FastBridge	vendor
	ReadBasix	Capti	vendor
Grade 6	ReadBasix	Capti	vendor
Grade 7	ReadBasix	Capti	vendor
Grade 8	ReadBasix	Capti	vendor
Grade 9	ReadBasix	Capti	vendor
Grade 10	ReadBasix	Capti	vendor
Grade 11	ReadBasix	Capti	vendor
Grade 12	ReadBasix	Capti	vendor

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Renville County West School District (2890-01) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

Students in grades 4-12 who are flagged on MCA data and/or FASTBridge, or performing below grade level expectations.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Renville County West School District (2890-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th		CTSTR	CTSTR	
5th		CTSTR	CTSTR	
6th		CTSTR	CTSTR	
7th		CTSTR	CTSTR	
8th		CTSTR	CTSTR	
9th		CTSTR	CTSTR	
10th		CTSTR	CTSTR	
11th		CTSTR	CTSTR	
12th		CTSTR	CTSTR	

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Renville County West School District (2890-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	No	
Grade 5	No	
Grade 6	No	
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Mailed Letter

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Families or the community are engaged around literacy through the following:

- Family engagement nights
- Parent teacher conferences

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Renville County West School District (2890-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The district has spent the 24-25 SY developing an MnMTSS framework and is committed to implementing a strong Multi-Tiered System of Support (MTSS). At the forefront of our approach is the use of data to drive instructional decisions. At RCW, a reading screener is administered three times a year for elementary school students K-8th grade. The data provides a comprehensive view of individual reading abilities and serves as the foundation for determining targeted, evidence-based reading instruction. After the initial screening, students with below-grade-level reading skills will undergo diagnostic assessments to further guide instruction during the tiered intervention block (WIN) What I Need Time. Progress monitoring for Tier II interventions will occur biweekly, allowing for data-driven decisions to be made promptly based on student data and needs. RCW will continue to utilize Reading Corps as part of their tiered interventions in addition to Reading Intervention teachers. Students who require additional support beyond Tier I interventions are referred to our MTSS to review the individual needs of the student. This is a collaborative effort to review academic progress and determine if a more intense intervention should be implemented. As warranted, the classroom teacher connects with parents or guardians to inform them of the additional supports being implemented. The effectiveness of the intervention is re-evaluated every 2-6 weeks by the team to determine if it is working and to make any necessary modifications.

Eligibility Criteria for Services Time Frequency of Progress Monitoring Academic Progress Reviewed Exit Criteria

TIER I Intervention If a class-wide median score is below the grade-level target, a classwide intervention is implemented 10-20 minutes daily during core instruction If a class-wide intervention is needed, this will be completed monthly by the intervention team 3 times per year following screening periods (fall, winter, spring) by MTSS coordinator, administrator, and grade-level teams If a class-wide median score is above the upcoming grade-level target, the class-wide intervention is discontinued

TIER II Intervention Students scores below gradelevel target and 40% percentile 30 minutes daily during WIN Bi-weekly by the interventionist providing services Bi-weekly by Title Teacher 2 or more progress monitoring points or above the upcoming benchmark target

TIER III Intervention Below gradelevel target and 15th percentile 10-30 minutes daily in addition to WIN and CORE instruction Weekly by the interventionist providing services Every 2-6 weeks by Title Teacher 2 or more progress monitoring points at or above the upcoming 35 percentile

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

We are developing a fidelity checklist to monitor differentiating Tier 1 instruction. The master schedule at the elementary level is built to support to structured literacy. UFLI and Functional Morphology have a fidelity component which the master schedule is designed to support.

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Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

In order to enter Tier 2 reading interventions a student will score in the some risk or high risk levels on FastBridge. If the Tier 2 intervention is not effective the student will be moved to a Tier 3 more targeted reading intervention.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs: Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

We are using FastBridge CBMr to monitor effectiveness of our Tier 2 and Tier 3 interventions in grades 1-3.

Kindergarten letter sounds progress monitoring.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

If a student has 3 scores at or above the grade level benchmark we look at exiting from Tier 2 or Tier 3 Reading Intervention. Secondary is in process with of establishing criteria for exit.

Does Renville County West School District (2890-01) use personal learning plans for literacy:

No

The following students are provided a personal learning plan for literacy:

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Renville County West School District (2890-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Renville County West School District (2890-01) has participated in MDE MnMTSS professional learning:

Yes

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Renville County West School District (2890-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

The district will continue to develop the MnMTSS Handbook and develop the decision-making rules. The district has been working on strengthening tier 1 instructional practices within the classroom for the 24-25 school year. Additional professional development will continue for the 25-26 SY, focusing on Tier 2.

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Renville County West School District (2890-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Benchmark Advance, K-5, in press (Partially Aligne	Comprehensive	35
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 1	· Benchmark Advance, K-5, in press (Partially Aligne	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 2	· Benchmark Advance, K-5, in press (Partially Aligne	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 3	· Benchmark Advance, K-5, in press (Partially Aligne	Comprehensive	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 4	· Benchmark Advance, K-5, in press (Partially Aligne	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
Grade 5	· Benchmark Advance, K-5, in press (Partially Aligne	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30

Continuous Improvement for Core Reading Instruction and Curricula

Renville County West School District (2890-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Grades 3-5 will be using Functional Morphology.

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Renville County West School District (2890-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	UFLI, PRESS, FastBridge Interventions, Reading Corps Interventions.	Individual skill-based instruction
Grade 1	UFLI, PRESS, FastBridge Interventions, Reading Corps Interventions.	Individual skill-based instruction
Grade 2	UFLI, PRESS, FastBridge Interventions, Reading Corps Interventions.	Individual skill-based instruction
Grade 3	UFLI, PRESS, FastBridge Interventions, Reading Corps	Individual skill-based instruction
Grade 4	FastBridge Interventions	Individual skill-based instruction
Grade 5	FastBridge Interventions	Individual skill-based instruction
Grade 6	FastBridge Interventions	Individual skill-based instruction
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Renville County West School District (2890-01) will make the following changes to reading interventions for the 2025-26 school year.

K-3 Foundational Curriculum will implement small group supplemental support for 30 minutes and the 30-minute differentiated

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Renville County West School District (2890-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 04/25/2026

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

Yes

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

The district will provide additional support for any teacher who does not meet the vendor-recommended 80% proficiency level. This support may include in-house training opportunities designed to strengthen skills across all relevant areas, as the specific area of need may vary from individual to individual. Additionally, teachers who continue to struggle may be referred to participate in the CORE training offered through the Minnesota River Valley Education District. This training is available to new teachers in our regional districts and serves as another resource to help educators meet proficiency expectations.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

To ensure fidelity, we will collect data on our foundational curricula in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension using a Foundational Curriculum Implementation checklist in grades K-3.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Administration and instructional coaches will provide coaching support to review fidelity data and implement a process to improve instruction in the five areas.

The following changes in instructional practices have impacted students :

RCW is in the process of improving its MnMTSS and continuing to training teachers in LETRS and foundational curriculum that has been adopted 24-25 school and 25-26 school year. MnMTSS focus for the 24-25 school year has focused on Tier 1 instructional strategies and Standards-Based Planning.

Renville County West School District (2890-01) has implemented the following professional development and

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support for teachers around culturally responsive practices:

The district recognizes the importance of culturally responsive practices and is working to strengthen this area in alignment with the needs of our student population, which includes approximately 30% Hispanic students. While we have not yet embedded formal training on bias in instruction or inclusive classroom strategies into our staff development days, this is a priority for the coming years. We currently collaborate with local agencies and our parent advisory groups to better understand how to respond to the cultural and linguistic needs of our community. Their input helps guide our planning and ensures that our efforts remain relevant and community-driven. As part of our literacy work, we aim to support teachers in selecting texts that reflect a wide range of cultures and student experiences, including Hispanic perspectives. We are also exploring regional partnerships that will provide training and coaching on implementing culturally responsive literacy practices in the classroom. Additionally, we actively seek to hire Hispanic teachers whenever possible and take pride in the strong presence of Hispanic staff members in our building. Many serve as paraprofessionals and hold other key roles, helping to build trust and connections with students and families. Their contributions are vital to creating an inclusive and welcoming school environment. Our long-term goal is to build teacher capacity through professional development that fosters inclusive instruction, affirms student identity, and promotes strong connections between school, home, and community.

Renville County West School District (2890-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district support with implementation

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

ELA Reading Standards at the elementary K-5 level have been unwrapped, and proficiency scales have been created with standards bundled to ensure all standards are addressed during the school year. Grade levels were met with MRVED Curriculum support, instructional coach, MnMTSS coordinator, and administration for alignment.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who, need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	3	3	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	0
K-3 Classroom Educators	7	2	5	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	6	0	6	0
K-12 Reading Interventionists	2	1	1	0
K-12 Special Education Educators responsible for reading instruction	5	3	2	0
PreK through grade 5 Curriculum Directors	1	0	1	0
PreK through grade 5 Instructional Support Staff who provide reading support	23	0	23	0

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

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Grades 4-12 Classroom Educators responsible for reading instruction	3	0	0	3
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Renville County West School District (2890-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$27,111.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$20,230.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Professional development on using evidence-based literacy screening and progress monitoring tools
- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Renville County West School District (2890-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$22,406.00

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Professional development on using evidence-based literacy screening and progress monitoring tools
- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training
- Reading intervention (curriculum, materials, training)

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$6881

If funds remain, the plan to spend down the remaining funds are as follows:

The remaining funds will be used for additional reading and act training and support of teachers.